

**THE INFLUENCE OF USING QUIZ TEAM TECHNIQUE TOWARDS
STUDENTS' PASSIVE VOICE MASTERY AT THE SECOND SEMESTER
OF THE ELEVENTH GRADE OF SMA N I ABUNG TINGGI LAMPUNG
UTARA IN THE ACADEMIC YEAR OF 2017/2018**

(A Thesis)

Submitted as a Partial Fulfillment of Requirements for S1- Degree

By:

Nazwar Setiawan

NPM: 1311040210

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG**

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Advisor : Meisuri, M.Pd

Co-advisor : Yulan Puspita Rini, M.A.



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2018

ABSTRACT

THE INFLUENCE OF USING QUIZ TEAM TECHNIQUE TOWARDS STUDENTS' PASSIVE VOICE MASTERY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA N 1 ABUNG TINGGI LAMPUNG UTARA IN THE ACADEMIC YEAR 2017/2018

By:

NAZWAR SETIAWAN

This research was conducted based on the phenomena taking place in school. There were many students considered that grammar were difficult. Students' grammar score especially in passive voice were still low, because they studied the material by having no motivation and interest. Therefore the students did not focus and feeling bored when learning grammar, the technique that was used by the teacher was still less enjoyable for the students.

The students' passive voice score were not yet reaching the criteria minimum mastery (KKM) at SMA N 1 Abung Tinggi, Lampung Utara. Therefore, this research discussed the influence of using Quiz Team Technique in teaching grammar, especially for students' passive voice mastery. The objective of the research was to find out whether there was an influence of using Quiz Team Technique towards students' passive voice mastery at the second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in the Academic Year of 2017 / 2018?

The methodology of this research was quasi experimental design with the treatment held in 5 meetings, 2 x 45 minutes for each meeting. The population of this research was the regular class of the eleventh grade students of SMA N 1 Abung Tinggi Lampung Utara. The total sample in this research was 67 students that were taken from two classes, MIPA 1 and MIPA 2 by using Cluster Random Sampling. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was an Essay test that consisted of 15 items. After giving the post-test, the writer analyzed the data by using independent sample t-test.

From the data analysis, it was found that the value of significant generated $\text{Sig}(P_{\text{value}})$ or $\text{Sig}(2\text{-tailed})$ of the equal variance assumed = 0.002, and $\alpha = 0.05$. It meant that $\text{Sig}(P_{\text{value}}) < \alpha = 0.05$. So, H_a was accepted. Based on the computation, it can be concluded that there was a significant influence of using quiz team technique towards students' passive voice mastery at the second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in the academic year of 2017/2018.

Keywords: Quiz Team, Passive Voice Mastery, Quasi Experimental Class



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Title : **THE INFLUENCE OF USING QUIZ TEAM TECHNIQUE
TOWARDS STUDENTS' PASSIVE VOICE MASTERY
AT THE SECOND SEMESTER OF THE ELEVENTH
GRADE OF SMA N 1 ABUNG TINGGI LAMPUNG
UTARA IN THE ACADEMIC YEAR OF 2017/2018**

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ADMISSION

A thesis entitled: "THE INFLUENCE OF USING QUIZ TEAM TECHNIQUE TOWARDS STUDENTS' PASSIVE VOICE MASTERY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA N 1 ABUNG TINGGI LAMPUNG UTARA IN THE ACADEMIC YEAR OF 2017/2018", by: NAZWAR SETIAWAN, NPM: 1311040210, Study Program: English Education was tested and defended in the examination session held on: Wednesday, November 7th, 2018.

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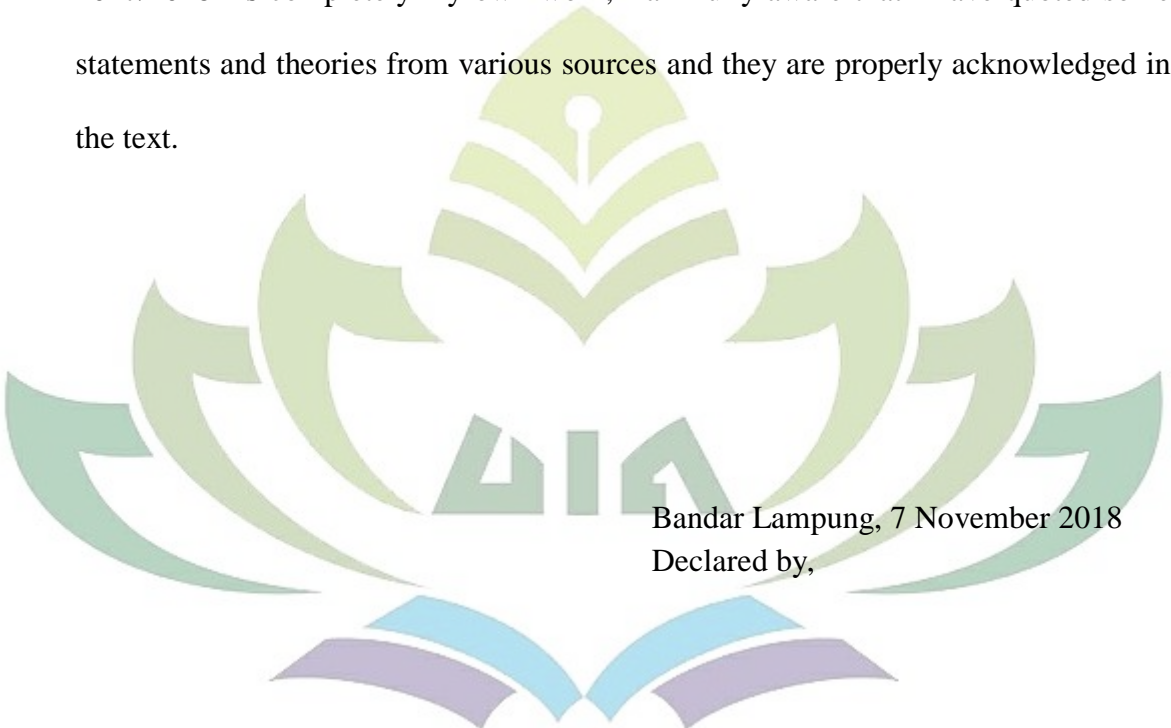
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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Quiz Team Technique Towards Students’ Passive Voice Mastery at the Second Semester of the Eleventh Grade of SMA N 1 Abung Tinggi Lampung Utara in the Academic Year of 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 7 November 2018

Declared by,

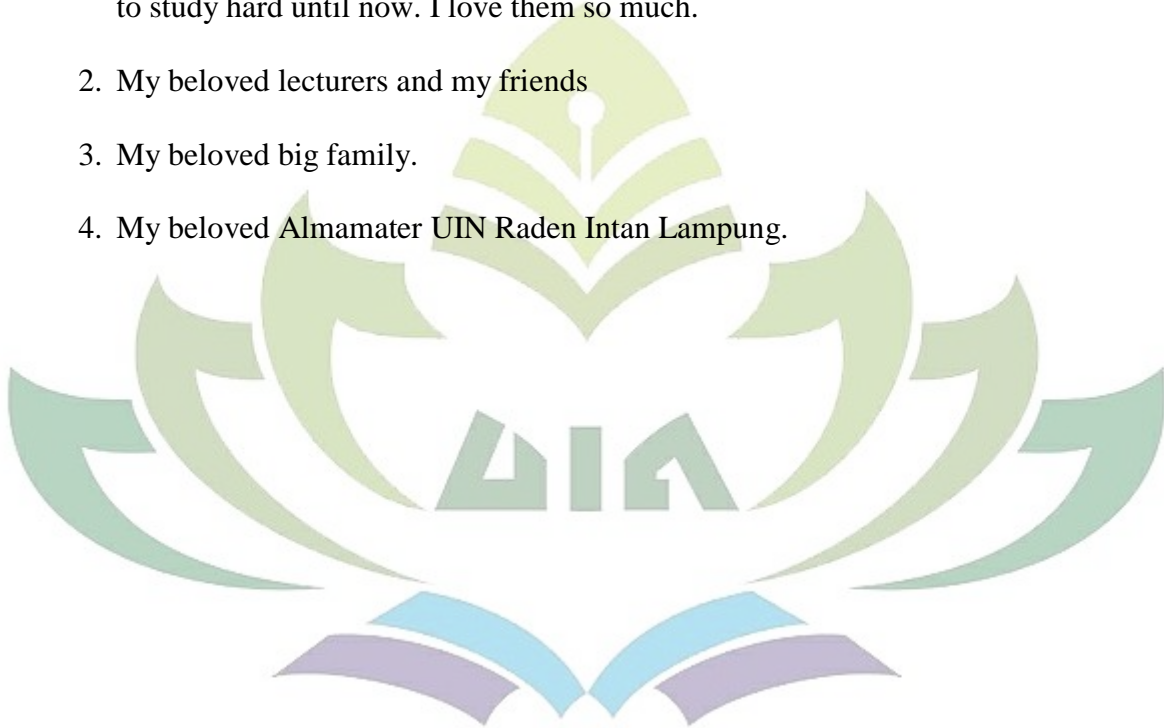
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DEDICATION

This thesis is dedicated to:

1. My beloved Father, Mr. Ekral (alm). My beloved parents, Mr. Musdianto, and Mrs. Sariana who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved lecturers and my friends
3. My beloved big family.
4. My beloved Almamater UIN Raden Intan Lampung.

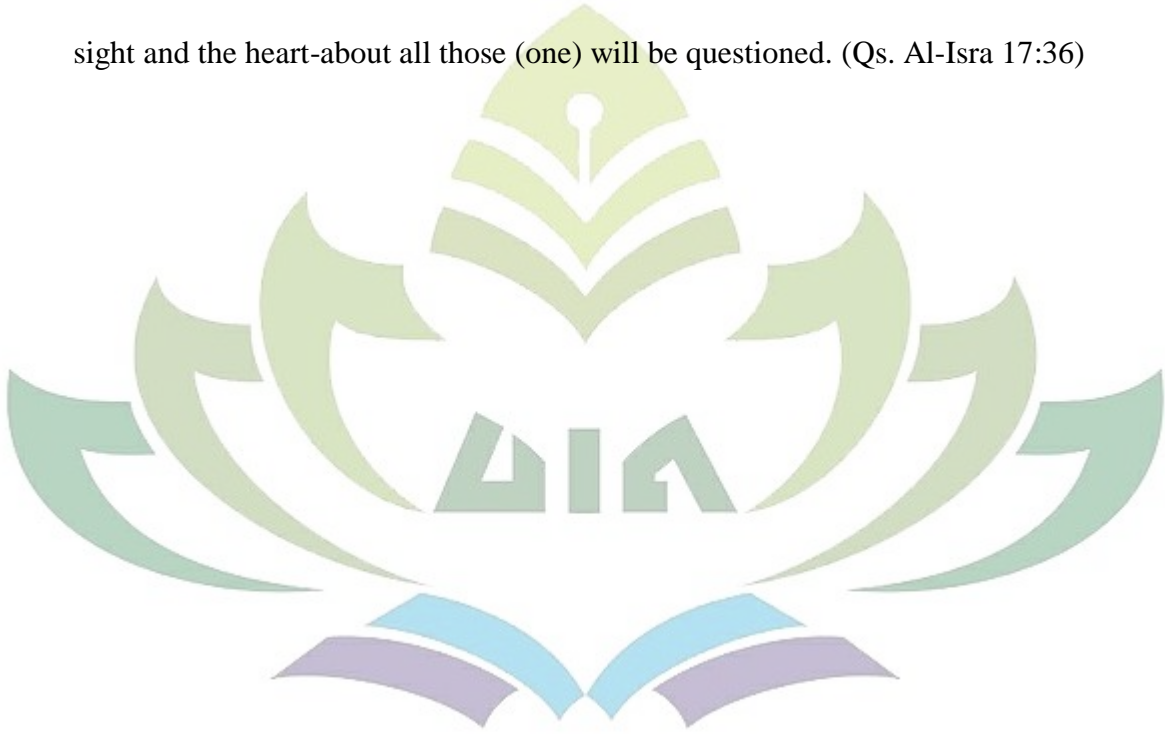


MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ

مَسْئُولًا ٣٦

And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart-about all those (one) will be questioned. (Qs. Al-Isra 17:36)



CURRICULUM VITAE

The researcher's name is Nazwar Setiawan. His nick name is Nazwar but his family and friends call him Wawan. He was born in Ulak Rengas, Abung Tinggi, Lampung Utara on November 10, 1995. He is the first children of Mr. Ekral (alm) and Mrs. Sariana. He has two sisters, Nurfitriani Lailatul Janna and Dhea Miftahul Janna.

He began his study at Kindergarden at Dipasena Mulya in 2000 and graduated 2001, then he continued his study at elementary school of SD N 2 Muara Dua Abung Tinggi Lampung Utara and graduated in 2007. In Junior High School, he studied at SMP N 3 Sukamenanti, and continued his Senior High School at SMA N 1 Abung Tinggi Lampung Utara in 2010 until 2013. After that, he continued his study in Raden Intan State Islamic University Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this

thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, 2018
The Researcher,

Nazwar Setiawan
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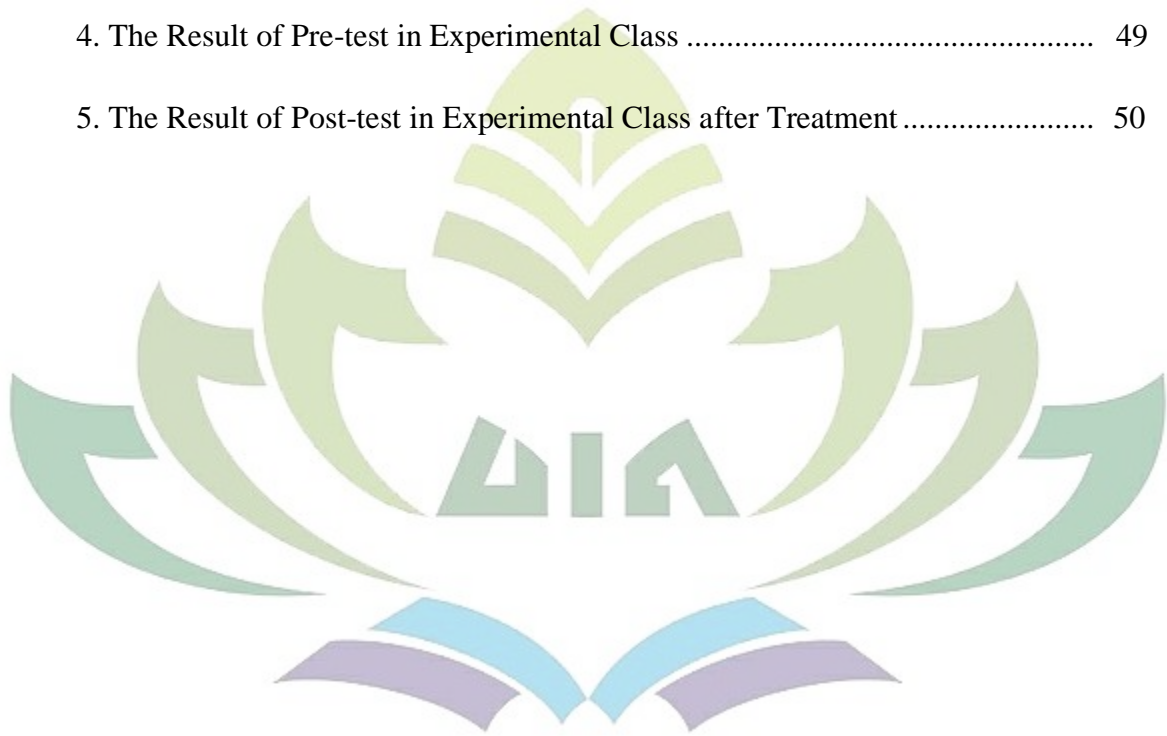
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is important in human life. Because people use language to communicate and to deliver message or ideas from the speaker to the listener and writer to the reader in interaction among themselves or with their environment. as Brown says, “Language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process”.¹ It means that the Language is considered as a tool of communication.

Allah SWT says in Qur'an surah Ibrahim,

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي
مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤٤﴾

“We have not sent any Messenger except with the language of his people in order that he might make things clear to them. Then Allah lets go astray whom He wills, and guides whom He wills. And he is the Mighty, the Wise”.²

Without Language, it is impossible for people to join an interaction to each other in daily life or in learning something as well as possible. Therefore, language plays a significant role in our life.

¹ H. Douglas Brown, *Teaching by principle an interactive Approach to language pedagogy*, (San Fransisco: Longman, 2001) 2nd ed, p.34

² Maulawi Sher 'Ali, *The Holy Qur'an: Arabic Text and English Translation, QS. Ibrahim: 4*, (Islamabad: Islam International Publications Limited, 2004), p. 283

Problem will appear when people come from different countries having different condition of cultures, backgrounds and different languages. When they have to communicate and cooperate, they are confronted with a problem that they do not understand each other. Therefore, they have to master a certain language which they can understand. In this case, they have to master an international language.

“In learning English, there are four skills that should be mastered by students. They are: listening, speaking, reading and writing. In addition, there are three components of language includes grammar, vocabulary, and pronunciation. The four skills and the English components above are taught to support people in order to communicate to each other. Language skills and language components should be taught continuously. In other words, someone can't learn the four skills without having knowledge of three components of language.”³

English as the first foreign language is taught in Indonesia instead of the other language like Arabic, Mandarin, etc. As a foreign language, English becomes the major subject in every school in Indonesia. It has been taught since elementary school, and also in junior/senior high school, even in a university. Although English has been introduced since elementary school, there are many students complain that they still get difficulty to study English. As we know, beside the words, English is different with bahasa especially in the grammar.

In communication, students need grammar that can support them to produce a meaningful sentence. Because grammar provides the structure of a sentence.

³ Betty Schramper Azar. *Fundamental of English Grammar*, (New York, Pearson Education, 2003) 3th ed, p.20

Grammar gives us the words to talk about the choices we make when we communicate. However, if you spend most of your time in studying of grammar, your English will improve in each sector, but not very much. You will see the improvement if you learn many words and expressions. You can say very little with grammar, but you can say almost anything with word.⁴ It means that vocabulary is important. Of course, you can get by without learning grammar, but if you do not learn grammar, it seem like you are driving without knowing the names for the parts of your car.

Grammar has important role in learning of language. The difficulties of learning English are mainly caused by the grammatical system which is different with bahasa Indonesia. One of the grammatical structures in English is passive voice. This grammar is very important to be mastered by students or learners who are studying English. If the students want their words seem impersonal, indirect, and noncommittal, they have to use the passive voice.

Generally, teachers teach the grammar by showing the verb table with the example of the sentence only without using any technique or strategy within. Because of that, the students will be bored, so the students study the material by having no motivation and interest. The teacher should use variation of media and technique in learning process in order to students can enjoy and interest with the material especially in learning grammar.

⁴ Scott Thornbury. *How To Teach vocabulary*, (England: Pearson education Limited,2002), p.13

Based on preliminary research that the researcher conducted at SMA N 1 Abung Tinggi Lampung Utara, on September 2017, it was found that the students' passive voice score in this school was still low. From the interview, the English teacher of eleventh grade of SMA N 1 Abung Tinggi said that the most of the students had difficulties in mastering grammar especially passive voice.⁵ The score can be seen in the table below.

Table 1
Recapitulation of students' Passive Voice results of Eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in 2018.

No	Score	Class				Total	Percentage
		XI MIPA	XI MIPA	XI IIS	XI IIS		
		1	2	1	2		
1.	> 75	12	9	11	9	41	31,06%
2.	< 75	22	24	21	24	91	68,93%
Total		34	33	32	33	132	100%

Source: Document of the eleventh grade of SMA N 1 Abung Tinggi in the academic year of 2018.

Based on table above, it can be known that the achievement of the students in SMA N 1 Abung Tinggi Lampung Utara is not optimal. It is only 31% of the students that getting score more than 75, while 68% of them are not yet reaching the score based on KKM (Kriteria Ketuntasan Minimal) that is used in the SMA N 1 Abung Tinggi Lampung Utara. Based on the recapitulation of students' result above, we

⁵ Pendi Pradana S.Pd, English teacher of SMA N 1 Abung tinggi.

know that the students positively have a problem in learning English grammar, especially in Passive Voice.

As references for this research, the researcher uses resource as a framework. Thesis under the title, “The application of quiz team technique to improve students’ understanding on simple present tense at grade seven at SMPN 26 Bandar Lampung” by Rosdawati. The purpose of this thesis is to find out the improvement of the students’ understanding by using Quiz Team Technique. Result of the study showed that the application of Quiz Team Technique in teaching simple present tense at SMPN 26 Bandar Lampung could be improved and get good responses. It could be seen that there was significant improvement from pre test to post test mean of experiment class (39.4 to 63.05). The other result using t-Test, t-value was greater than p-value. In the other words, 5.07 was greater than 2.71 and 2.02. The result indicated that there was an improvement of students’ understanding on Simple Present Tense by using Quiz Team Technique.⁶

There are many ways to deliver the material, such as strategies, methods, techniques or media. The researcher is interested to use technique in teaching English. Technique is any of wide variety of exercise, activities, or task used in the language classroom for realizing lessons objectives.⁷ As a good teacher he or she must be able to find a good way in teaching learning process. Therefore, the

⁶ Rosdawati, The application of quiz team technique to improve students’ understanding on simple present tense at grade seven at SMPN 26 Bandar Lampung 2014/2015. 2015.

⁷ Brown, D, *Teaching by Principles an Interactive Approach to Language Pedagogy* (Pearson Education, White Plains, 2001) 2nd ed, p.16

researcher chooses and tries to use Quiz Team as a variation technique. This technique or way increases the students' accountability for what they are learning fun and no threatening way.⁸ So the Quiz team technique is used as technique in teaching passive voice in order to make class atmosphere fun and to make these materials more memorable and understandable by students.

The teacher had to choose the technique in order to the students have motivation to learn grammar and the students will be motivated to be active in class. Motivation is some kind of internal drive which pushing someone to do things in order to achieve something. It means that motivation is important to students to learning English.

The election of Quiz Team technique in this research is based on the several reasons above. By using this technique, the students get support from others so, they are more confident totally. This technique also invites the students to cooperate, to train good competition and to respect one another. That is the reason why the researcher chooses Quiz Team Technique becomes the technique in teaching passive voice.

Considering the information above, the researcher is interested in conducting the research on title "The influence of using quiz team technique towards students' passive voice mastery at the second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in the academic 2017/2018".

⁸ Hamruni, *Strategi dan Model-Model Pembelajaran Aktif-Menyenangkan*, (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga, 2009), p. 72.

B. Identification of the Problem

Based on the background above, it could be identified the problem as followed:

1. Students got difficulty to learn grammar especially on passive voice.
2. Students' score of grammar especially on passive voice was very low.
3. Students got bored in learning grammar especially in passive voice.

C. Limitation of Problem

Based on the background of the problem and the identification of the problem in this research, it focused on using quiz team technique toward students' passive voice mastery on simple past tense, simple present tense, and present continuous tense.

D. Formulation of the Problem

Considering the background of the problem above, it formulated the problem as followed: was there any significant influence of using Quiz Team Technique toward student's passive voice mastery?

E. Objective of the Research

The objective of the research was to know the significant influence of using Quiz Team technique toward the students' passive voice mastery.

F. Use of the research

The used of this research were:

1. Theoretically, the result of this research could be used to give support to the other researcher.
2. Practically, to give the information for the readers/other researcher dealing with the implementation by using Quiz Team Technique for teaching Passive Voice at SMA N 1 Abung Tinggi Lampung Utara and to give information for English teacher about the influence of Quiz Team Technique in teaching Passive Voice.

G. Scope of the Research**1. The subject of the research**

The subject of the research was the students at second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara.

2. The object of the research

The object of the research was to find out whether was there a significant influence of the use of Quiz Team technique towards students' Passive Voice mastery?

3. The place of the research

The research was conducted at SMA N 1 Abung Tinggi Lampung Utara.

4. The time of the research

The research was conducted at the second semester in the academic year of 2017/2018.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

According to Harmer, teaching means to give someone knowledge or to instruct or to train someone.¹ Thus, by teaching or being a teacher, someone transferred knowledge, guided and coached other people in learning process.

Qur'an says in Surah Al-'Imran,

وَإِذْ أَخَذَ اللَّهُ مِيثَاقَ الَّذِينَ أُوتُوا الْكِتَابَ لَتُبَيِّنُنَّهُ لِلنَّاسِ وَلَا تَكْتُمُونَهُ فَنَبَذُوهُ وَرَاءَ ظُهُورِهِمْ وَأَشْرَوْا بِهِ ثَمَنًا قَلِيلًا فَبَيَّسَ مَا يَشْتَرُونَ ﴿١٧٧﴾

*“And remember when Allah took a covenant from those who were given the book, saying, ‘You shall make this book known to the people and not conceal it’”.*²

According to Littlewood, many teachers use the learners mother tongue in this aspect of their work.³ Therefore, many teachers used mother tongue in learning so the students could understand the material easier. It was supported by Harmer, “English as foreign language is generally taken to apply to students who are studying general

¹Jeremy Harmer, *How to Teach English* (London: Longman, 2002), p.56.

² Maulawi Sher ‘Ali, *The Holy Qur’an: Arabic Text and English Translation*, QS. Ali- ‘Imran: 187, (Islamabad: Islam International Publications Limited, 2004)p. 79

³ William Littlewood, *Communicative Language Teaching*, (London: Cambridge University Press, 1981), p. 45.

English at schools and institutes in their own country or as transitory visitors in a target language country.”⁴ It meant that many students just used English for their communication in the school or institution. Therefore, the teacher had to use effective way, so the students could use English in their daily communication.

In Indonesia, English is learned at schools and people do not speak the language in the society.⁵ Consequently, In Indonesia, many people thought that English was difficult because they did not practice to use it in their daily life. From those theories, the researcher concluded that teaching English as foreign language was an action to transfer English knowledge from the teacher to the students. Many students were not good in English because they just practiced it in their school or institution. In this case, the teacher’s ability in creating effective and good way in teaching English was very important to make the students were more interested in learning English.

B. Concept of Grammar

People did not study grammar of their own mother tongue to use it for daily speaking, but when people need to polish their own mother tongue, people had to study it’s grammar and they usually did that. When people came to learning a new language like English language, they need to study it’s grammar. The importance of grammar could not be neglected and before people did that they need to understand

⁴ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.39.

⁵ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

what grammar was. There were many definitions stated by experts concerning to grammar. Harmer defined that “Grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey”.⁶ Further, he had also pointed out that: Grammar was the way in which words change themselves and group together to make sentences.

The grammar of language is what happens to words when they became plural or negative, or what order is used when we made question or join two clauses to make one sentence.⁷ From the definition above, it could be inferred that learning grammar was the same as learning how to produce appropriate sentence. There was no doubt that knowledge of grammatical rules was essential for the language mastery. The ability to communicate effectively and accurately was probably not attained quickly or efficiently through the pure communication practice in the classroom.

In other words, grammar was still needed in the classroom although it was not the main objective of language learning. Learning grammar became a prerequisite step before learning how to practice the language.

According to Richard and Lockhart, “there are two sequences activities in Communicative Language Learning. There are pre-communicative activities and communicative activities. The first activity emphasizes on the accuracy aspects which focus on presentation of structure, functions, and vocabulary. Here, it can be seen that learning grammar is included. The second one is communicative activities which

⁶ Scott Thornbury. *How to Teach Grammar*, (Malaysia: Longman, 2004), 6 th Ed, p. 13.

⁷ David Nunan. *Practical English Language Teaching: Grammar*, (Boston: Mc Graw Hill, 2004), p. 2.

emphasizes on the fluency aspect which may concern to information sharing and information exchange.”⁸ It is because grammar does not stand alone. It embodies the three interdependent dimensions of form, meaning, and use.⁹ In other words, those three aspects were interrelated and inseparable. Thus, the English learners were expected to be able to express the English language accurately, both in written and oral expression.

C. Concept of Passive Voice

1. Passive Voice

Passive Voice is a sentence that is used to show something or doing that consists of two forms: active sentence, and passive sentence.¹⁰

When a verb is in the active voice, the subject is the actor. In other words, the subject is doing the action.¹¹

The **dog bit** the man. (who did the action? The dog.)

In contrast when a verb is in the passive voice, the subject is the receiver of the action of the verb. The actor may (or may not) be expressed by a *by* + ACTOR expression.¹²

The man **was bitten by** the dog. (who did the action? The dog.)

⁸ Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (USA: Cambridge University Press, 1995), 2nd Ed, p. 119.

⁹ Norbert Schmit (ed.), *An Introduction to Applied Linguistics*, (New York: Oxford University Press, 2002), p.23.

¹⁰ Tedi Basari, Ria Irawati, *Intisari Bahasa Inggris SMA*, (Bandung: Pustaka Setia, 2006)p.147

¹¹ Folse, Solomon, Smith-Palinkas, *Top 20 Great Grammar for Great Writing*, (Boston: Thompson Heinle, 2008) 2nd ed., p.143

¹² *Loc.cit.*

In the first example (active voice), the speaker emphasized the dog. In the second example (passive voice), the speaker emphasized the man. The noun in the subject position was the one that the speaker emphasized. When you should use the passive voice? Use it when the receiver of the action is more important than the one who did action.¹³

2. Form of Passive Voice

Passive voice always consist of a form of the verb *be* followed by the past participle of the action verb : *be* + PAST PARTICIPLE.¹⁴

Penicilin **was discovered** in 1928

The following chart gives you an overview of the passive voice of verb tenses in English.

Tense	Active Voice	Passive Voice
Present:	I write it	it is written
Present progressive:	I am writing it	it is being written
Present perfect:	I have written it	it has been written
Past:	I wrote it	it was written
Past progressive:	I was writing it	it was being written
Past perfect:	I had written it	it had been written
Future:	I will write it	it will be written
Future perfect:	I will have written it	it will have been written
Present modal:	I can write it	it can be written

¹³ *Ibid*, p.144.

¹⁴ *Loc. Cit.*

	I should write it	it should be written
Past modal:	I could have written it	it could have been written
	I may have written it	it may have been written

The progressive forms are almost never used in the passive voice.*

An easy thing to remember about forming the passive voice is that the verb usually has one more word (+1) than the active voice verb.¹⁵

Active

passive + 1

They **answer** their email immediately.
immediately.

Their mail **is answered**

They **have not called** jack.

Jack **has not been called**.

They **could have sent** the package.
sent.

The package **could have been**

Infinitives and gerunds can also be used in passive voice.

Infinitives

Gerunds

Simple: *to + be* + PAST PARTICIPLE
PARTICIPLE

Simple: *being* + PAST

We waited **to be served**.

Being selected was an honor.

Perfect: *to + have been* + PAST PARTICIPLE
Participle

Perfect: *having been* + Past

I was happy **to have been** selected.

I denied **having been arrested**

¹⁵ *Loc.cit.*

3. Usages of Passive Voice

Some writers used passive voice too often, especially after they had learned it.

Active voice was generally much more effective than passive voice. Use passive voice when:

- a. “You want the receiver of the action to be the main topic of your words:

Smoking is prohibited in this area.

- b. You don’t know who did the action (the actor is unknown):

The first united bank **was robbed** early this morning.

- c. The subject of the active sentence would be *people* or *one*:

Abraham Lincoln **was considered** *an honest man*.

- d. Reporting unwelcome news or avoiding blame:

Taxes **will be increased**.

All of my important e-mails **were deleted**!

- e. The topic has already been mentioned:

Ethanol production is the latest hot topic for discussion. **It is seen** as a possible solution to the country’s dependence on oil.”¹⁶

D. Concept of Simple Past Tense, Simple Present Tense, Present Continuous Tense in Passive Voice

1. Simple Past Tense

The simple past is used to talk about activities or situations that began and ended in the past (e.g., *yesterday*, *last night*, *two days ago*, *in 1999*)¹⁷.

[Was/Were + Verb-3 (Past Participle)]

Example:

- a. Atika *bought* some flower yesterday. (active)

¹⁶ *Ibid*, p.147-148.

¹⁷ Betty Schramper Azar. *Fundamental of English Grammar*, (New York, Pearson Education, 2003) 3th ed, p.25

Some flower *was bought* by Atika Yesterday. (passive)

- b. The students *read* various books in the library. (active)

Various books *were read* by the students in the library. (passive)

2. Simple Present Tense

[Is/Are + Verb-3 (Past Participle)]

Example:

- a. She *reads* the newspapers every morning. (active)

The newspapers *are read* by her every morning. (passive)

- b. They *eat* breakfast every day. (active)

Breakfast *is eaten* by them every day. (passive)

3. Present Continuous Tense

[Is/Are + Verb-3 (Past Participle)]

Example:

- a. Lucky *is painting* the panoramas. (active)

The Panoramas *are being painted* by Lucky. (passive)

- b. Mrs. Ria *is teaching* the students. (active)

The students *are being taught* by Mrs. Ria. (passive)

E. Concept of Teaching Passive Voice.

According to Praveen and Patel, “in the beginning the teacher must teach every thing by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. It helps the students to get correct sentence because they have reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles

because effort is not to be made to join letters”.¹⁸ Therefore, the teacher had to give the example for the student so the student could easily to practice grammar.

Lester in his book explained clearly about the teaching material of passive voice. He gave the examples to explain what the passive voice was.

“In the most sentences, the subject of the sentence is also the **agent** or performer of the action of the verb. For example, consider the following sentence: Mary answered the phone. The subject, *Mary*, is also the agent, the person who performs the action of answering the phone. Sometimes, however, we want to use sentences in which the subject is not the agent. For example, consider the following sentence: Mary was promoted by her boss. *Mary* is still the nominal subject (the verb *was* is in the third-person singular to agree with the singular noun *Mary*), but *Mary* is not the agent. In other words, *Mary* is not the person doing the promoting. Instead, she is the *recipient* of the action of the verb *promoted*. She did not promote anyone; somebody promoted her. Accordingly, the sentence is a **passive** voice.”¹⁹

The most important thing to understand about the process of converting the active to the passive was that it did not change the meaning of the sentence. The passive means exactly the same thing as the original active.²⁰ The purpose of the shift from active to passive is to change the focus or emphasis of the sentence.²¹ In the active form of the sentence, the focus was on what the subject did. In the passive form of the sentence, the focus was on what happened to the object. Example, the

¹⁸ M. Jain. Praveen and Patel, *English Language Teaching (Methods, Tool and Technique)*, (Rajpur: Sunrise Publishers and Distributors, 2008), p.126

¹⁹ Mark Lester, *English Grammar Drill*, (New York: The McGraw-Hill Companies Inc, 2009), p.249

²⁰ *Ibid*, p.252.

²¹ *Loc.cit*.

active version of sentence told us what John did (he saw Mary). The passive version of the sentence told us what happened to Mary (she was seen by John).

“Only sentences that contained the sequence *be* + a past participle verb were **passive**. All other sentences were called **active** sentences. That was, by default, sentences that did not contain the sequence of *be* + a past participle were automatically classified as **active**.”²²

Here were some more examples of the three-step process of changing an active sentence to its passive counterpart:

Active : Kathy *postponed* the meeting.
Insert passive auxiliary : Kathy *was postponed* the meeting.
Insert by : **by** Kathy *was postponed* the meeting.
Switch subject and object : The meeting *was postponed* **by** Kathy.

Active : The joke *amused* the audience.
Insert passive auxiliary : The joke *was amused* the audience.
Insert by : **by** the joke *was amused* the audience.
Switch subjects and objects : The audience *was amused* **by** the joke.

Active : The Senator *denied* all charges.
Insert passive auxiliary : The Senator *was denied* all charges.
Insert by : **by** the Senator *was denied* all charges.
Switch subjects and objects : All charges *were denied* **by** the Senator.

In the last example showed when the old object in the active sentence became the new subject in the passive sentence, we had to adjust the form of the verb *be* to agree with the number of the new subject since it was different from the number of

²² *Loc. Cit.*

the old subject. That was, we had to change *was denied* to *were denied* to agree with the new plural subject *all charges* rather than the old singular subject *the Senator*.

F. Concept of Approach, Method, and Technique

In general area of methodology, people talked about approaches, methods, technique, and procedures, all of which went into the practice of English teaching. According to Brown, “approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.”²³ Based on the statement, it could be said that approach was a set of correlative assumptions dealing with the nature of language learning and teaching.

Harmer states that “people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.”²⁴ Consequently, approaches used to refer the theories about the nature of language and as language learning for the students.

“A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus

²³H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4th ed) (New York: Longman, 2001), p.16.

²⁴Jeremy Harmer, *The Practice of Language Teaching* (4th ed) (London: Longman, 1999), p.62.

organization. Method includes various procedures and technique as part of their standard fare.”²⁵ It meant that method has standard to be achieved.

Setiyadi says that “a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.”²⁶ Therefore, technique was the activity that took place in learning process. Technique should be consistent with a method and harmony with an approach as well.

Furthermore, Supridjono states that “technique is the level at which the teacher is concerned with how the activities and task are integrated into lessons and used as the basic for teaching and learning.”²⁷ Teachers had to choose some technique which could support in teaching learning process. Thus, using a technique could able to help students’ understanding to materials.

Based on the statements above, in order to solve the problem in learning English, the researcher used Quiz Team as a technique in teaching English grammar. Therefore, by using this technique in learning grammar, students would have fun, relax, and get motivation to learn English grammar, especially on passive voice.

²⁵ *Ibid*, p.62

²⁶ Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.14

²⁷ Agus Supridjono, *Cooperative Learning: Teori*, (Yogyakarta, 2004) p. 26.

G. Quiz Team Technique

1. Definition of Quiz Team Technique

Quiz Team was kind of active learning models which was developed by Mel Silberman. “This technique is an enjoyable and non-threatening way to increase the participants’ accountability for what they are learning from a lecture or a presentation.”²⁸

According to Zaini, “quiz team technique is one technique of learning for students a stimulating and critical mindset. By the definition, quiz team technique is a technique that is intended to throw the question of group to one another.”²⁹

“The word “Quiz” comes from English, which means, “playing of riddles”. Here the tutors usually give some prize, reward or gift. Quiz Team Technique gives good motivation because it consists of giving and answering questions and provides a reward or gift for the winner. The word “Quiz” means a test of knowledge, especially as a competition between individuals or teams as a form of entertainment”.³⁰

In Quiz Team Technique, each team would present certain topics and played a competition. First, the students were divided into several teams (team A, B, C, and D). Each team would be given a certain topic. Then, each team had to discuss the topic and prepared to present the topic. When team A presented their topic, team A also ha to prepare several questions to be given to other teams. The other teams

²⁸ Melvin L Silberman, *Active Learning : 101 Strategies to Teach Any Subject*, (Boston: Allyn and Bacon A Simon and Schuster Company, 1996), p. 130

²⁹ Hisyam Zaini dkk., *Strategi Pembelajaran Aktif*, (Yogyakarta: CTSD(Center for Teaching Staff Development), 2009), p. 57

³⁰ Rosdawati, “*The Application of Quiz Team Technique to Improve Students’ Understanding on Simple Present Tense at Grade Seven at SMPN 26 Bandar Lampung*”. (English Language Education Study Program, Faculty of Teacher Training and Education, Bandar Lampung University, Bandar lampung, 2015), p.72

should check their notes of team A's presentation and tried to answer those questions to get score and became a winner. So the competition was started by answering several questions correctly.³¹

2. Procedures of Quiz Team Technique in Teaching Passive Voice

According to Silberman, the learning procedures of using Quiz team technique are stated below:

- a. "Choose a topic that can be presented in three/four segments.
- b. Divide the students into three/four teams.
- c. Explain the format of the session and start the presentation. Limit it to 10 minutes or less.
- d. Order Team A prepares a short-question quiz. The quiz should take no more than 5 minutes to prepare. Teams B, C, and D use this time to review their notes.
- e. Team A give a question to member of team B. If team B cannot answer a question, team C gets a shot at it.
- f. Team A directs to the next question to member of Team C. If team C cannot answer a question, Team D gets a shot at it.
- g. Team A directs to the next question to member of Team D, and repeats the process.
- h. When the quiz is over, continue with the second segment of your lesson, and appoint Team B as quizmaster.
- i. After Team B completes the quiz, continue with the third segment of your lesson, and appoint Team C as quizmaster.
- j. After Team C completes the quiz, continue with the fourth segment of your lesson, and appoint Team D as quizmaster.

³¹ *Ibid*, p.72

- k. At end of the lesson, the winner of the quiz will get the highest score than other team, and get rewards or gifts from the teacher.”³²

Based on the procedure of teaching passive voice through quiz team that was explained above, the researcher used the technique as followed:

- a. The teacher opened the lesson.
- b. Teacher delivered goals and gave motivation. The teacher presented all the lesson objectives to be achieved in the lesson and motivated the students.
- c. The teacher presented the material. The sample of material was provided by teacher and also taken from the student’s workbook. The material purpose was to provide feedback to students and to explore more in-depth information. In this section, the teacher will:
 - 1). Delivering the material of simple past tense, simple present tense, present continuous tense of passive voice, and explaining about definition of quiz team.
 - 2). The teacher guided the students to explore the idea relating the material and ordered the students to always open dictionary.
- d. The teacher divided the students into 4 teams.
 - 1). Teacher explained the rules of the quiz team that would be presented in four segments.
 - 2). Teachers explained to students how to form learning teams and helped each team to transition efficiently. The team was formed, team A, B, C, and D.
 - 3). All team members jointly studied the material through worksheets or a paper that was given by the teacher for every team. The paper contained 8 passive voice questions in multiple choice forms and they were going to play quiz with that questions
- e. Academic Games.

³² *Loc.cit.*

- 1). In the first segment of quiz, teacher ordered Team A as quizmaster. Another group noticed.
- 2). Team A gave a question to member of team B. If team B could not answer a question, Team C got a chance to answer it.
- 3). Team A directed to the next question to member of Team C. If team C could not answer the question, Team D got a chance to answer it.
- 4). Team A directed to the next question to member of Team D, and repeated the process.
- 5). When the quiz was over, continued with the second segment of your lesson, and appointed Team B as quizmaster.
- 6). After Team B completed the quiz, continued with the third segment of your lesson, and appointed Team C as quizmaster.
- 7). After Team C completed the quiz, continued with the fourth segment of your lesson, and appointed Team D as quizmaster.
- f. End the quiz by concluding the questions and the answers. Explained it if there were a misunderstanding relating the material.
- g. Reward. Each correct answer would be given a star mark, then the winner of the quiz would get the highest score than other team, and got rewards or gifts from the teacher.
- h. The teacher gave an exercise or homework.

3. Advantages and Disadvantages of Using Quiz Team Technique

- a. The advantages
 - 1). Improving the seriousness and less bored in the teaching learning process.
 - 2). Stimulate students to focus on the learning process.
 - 3). Improving the learning process, build self creativity, reaching significance of learning through experience.
 - 4). Adding passion and interest student in learning process.

5. Focusing students as a subject of study. The students are hoped being active to ask and answer a question in the classroom.³³

6). This technique is an enjoyable and no threatening way to increase the student participants' accountability.³⁴

b. The disadvantages

This technique needed extra control in conditioning class because smart students automatically would be a center in competence to answer questions. To overcome this problem, all students was required to answers the quiz and the teacher write the name of each student who could answer it. So all student were motivated to answer the all questions.

H. Lecturing Technique

1. Definiton of Lecturing Technique

“Lecturing technique is among the oldest teaching technique and has been rarely use in higher education in countries. Lecturing technique is a traditional method because this method has used as the tool of oral communication between the teacher and the students in teaching learning process.”³⁵ It meant that lecturing technique was the way of delivering of knowledge from the teacher to the students by using oral explanation directly to the students.

³³ Melvin L Silberman, *Active Learning 101 Strategi Pembelajaran Aktif*, Transleted by Sarjulid dkk. (Yogyakarta: Pustaka Insan Madani dan YAPENDIS, 2013)

³⁴ Melvin L Silberman, *Op.cit.*, p. 130

³⁵ William E. Cashin, *Effective Lecturing*, Available at:
<http://google.com/search?q=lecturing+technique+pdf&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla.en-US.official&client=firefox-a#rls=org.mozilla.en-US.official&q=procedure+of+lecturing+technique+pdf>. Accessed on Tuesday, October 03, 2017.

Lecturing technique is oral presentation intended to present information or teach people about particular subject, for example by a university or collage teacher.³⁶ Based on the result of interview with some teachers in different school, many teachers used lecturing technique when they teach in the class. It meant that lecturing technique was suitable to apply in school besides in university or collage, and this technique was to present the subject by using oral presentation at most institutions.

2. Procedure of Teaching Grammar through Lecturing Technique

According to Brown, the process of lecturing there are four:

a. Intention

The lecturer's intention may be considered to provide coverage of a topic, to generate understanding and to stimulate interest. Consideration of these goals of lecturing as also to knowledge of the earlier learning of the students are essential constituents of lecture preparation.

b. Transmission

A lecture sends a message verbally and nonverbally to the learners. The verbal messages may consist of definitions, descriptions, examples, explanations or comments. The 'extra verbal' component is the lecturer's vocal qualities, hesitations, errors, and use of the pauses and silence. The 'non verbal' component consists of the teacher's gesture, facial expressions. All of these types of messages may be received by the students, and what they perceive as the important messages may be noted.

³⁶ Marie Mc Guire, 2005, *Teaching Technique*, Available at: <http://712educators.about.com/learningstyle/p/auditory-learn.html>. Accessed on Tuesday, October 03, 2017.

c. Receipt of information

The information, meaning and attitudes conveyed by the lecturer may or may not be perceived by the students. Attention fluctuates throughout the process of lecture. The attention of students can be increased if the lecture includes some short activities for students such as brief small- group discussions or simple problem solving. Any change of activity may renew attention. Therefore, the receipt for information is an important feature in the process of the lecturing which is to be considered by the instructor.

d. Output

Any instructional strategy should lead directly to the objectives and interrelated goals for a course of study. So the student's response or "output" is very essential in the process of lecturing and it may occur on immediate reactions to the lecture and the lecturer, but more important than the immediately observable responses to lecture are the term changes in student. A lecture may change a student's perception of the problem or theory, it may increase a student's insight, and it may stimulate the students to read, think, and discuss the ideas with others. The probabilities of these events are depending upon the student's knowledge, attitudes, and motivation to learn and the lecturer's preparation, lecture structure and presentation.³⁷

³⁷ H. Douglas Brown, *International Journal of Educational Planning and Administration*, Volume 1, Number 1, (2011), p.10.

3. Advantages and Disadvantages of Using Lecturing Technique

a. The advantages

- 1). The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- 2). Many facts can be presented in a short time in an impressive way.
- 3). The lecture can stimulate very good interest in the subject.
- 4). Greater attention could be secured and maintained, as interest leads to attention.
- 5). Spoken word has greater weight than mute appeal by books.
- 6). The language may be made suitable to all the members of the audience.³⁸

b. The disadvantages

- 1). It is waste of time to repeat the matter already present in books.
- 2). The teacher to make the lecture impressive may care for manner and style but very little for matter or content.
- 3). If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient points made out.
- 4). A lecture delivered in a style not easily understood by pupils will serve no purpose.
- 5). In the process of lecturing, the learner are more passive than be active in class.
- 6). The problem solving attitudes of pupils may disappear in lecture method.
- 7). There is no cooperation and interaction between the teacher and pupils in the lecture process.³⁹

³⁸ *Ibid*, p.12.

³⁹ *Ibid*, p.13.

I. Frame of Thinking

Teaching English as foreign language was an action to transfer English knowledge from the teacher to the students. In learning English, the students were going to learn about the four skills. They were listening, speaking, reading, and writing. In addition, there were three components of language includes grammar, vocabulary, and pronunciation. The four skills and the English components before were taught to support people in order to communicate to each other. language skills and language components should be taught continuously. In other words, someone couldn't learn the four skills without having knowledge of three components of language, and most of students said that grammar was the most difficult material in English.

In order to help the students in learning grammar especially in Passive Voice, an English teacher might have a good technique to teach. In this case, the teacher was going to teach the students by using Quiz Technique in teaching Passive Voice. Quiz team technique gave a good motivation for the students because it consisted of interesting question, and provided reward or gift for the winner. It aimed to know the students' interests in class.

By using this technique, the teacher could create the competition among group or team, thus students would try to learn with hard motivation in order to get a high score in competition. This technique also could help for developing the students' responsibility in materials individually or group in fun and no threatening ways.

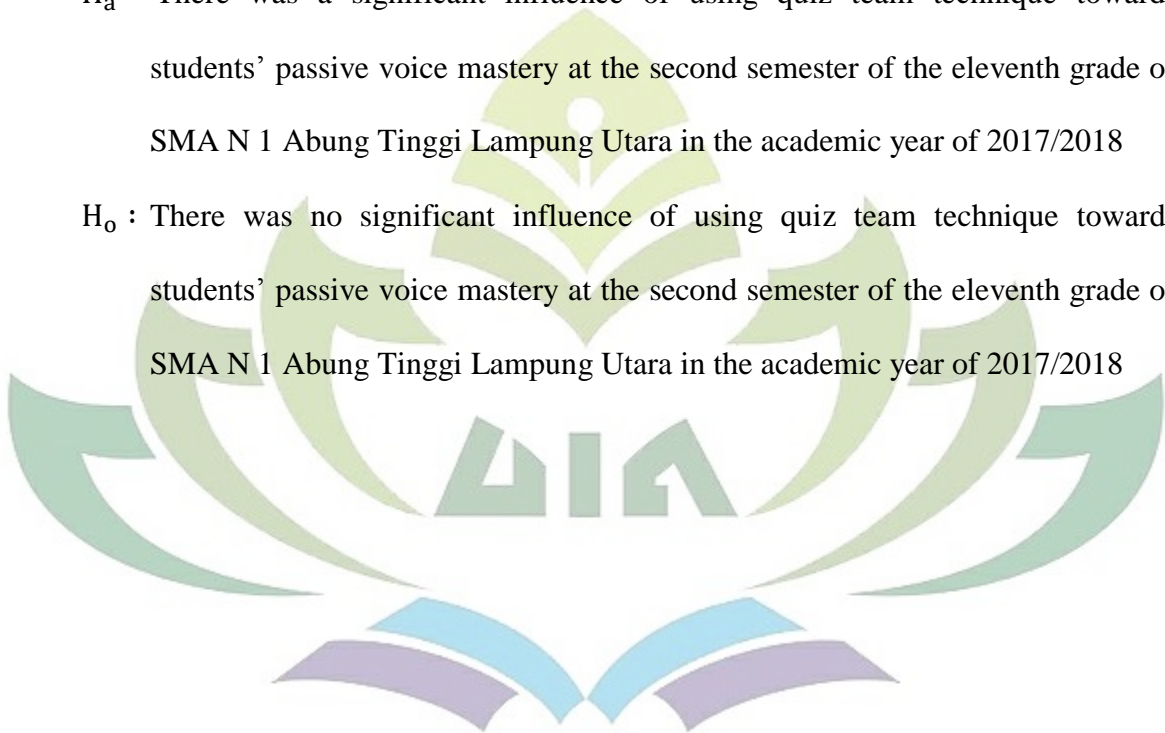
Because of each student would take or be given some questions which have to be answer correctly to get score.

J. Hypothesis.

The hypotheses were:

H_a : There was a significant influence of using quiz team technique towards students' passive voice mastery at the second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in the academic year of 2017/2018

H_o : There was no significant influence of using quiz team technique towards students' passive voice mastery at the second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in the academic year of 2017/2018



CHAPTER III

THE METHODOLOGY OF RESEARCH

A. Research Design

In this research, the researcher used quasi experimental pre-test and post-test design. “Quasi experimental design is a research design that included assignment, but not random assignment or participants to group. It is because the experimenter can not artificially create groups for the experiment.”¹ It meant that we did not have the opportunity for random assignment of students to special group different conditions. The common term for this type of group of participants is intact. For that, the researcher selected two classes, one was control class and other was the experimental class. The research design could be presented as followed:

Figure 1
Research Design

Select experimental group = T ₁	O	T ₂
Select control group = T ₁	X	T ₂

Note:

X : Treatment by using Quiz Team Technique

O : Treatment by using Lecturing Technique

T₁ : Pre-test

T₂ : Post-test

¹ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Buston: Pearson, 2012), p. 309.

In this research, researcher gave pre-test to know students basic skill in grammar especially passive voice on simple past tense, simple present tense, and present continuous tense. After the researcher gave pre-test, then the researcher gave treatment to experimental class only, and control class was given by English teacher. Treatment by using quiz team technique was used in experimental class, and control class was given treatment by using lecturing technique. At the end of the treatment, students were given post-test in order to know the achievement after being taught by those technique.

B. Variable of the Research

In this research, there were two variables that were investigated, they were as followed:

1. Independent Variable

The independent variable was Quiz Team Technique (X).

2. Dependent Variable

The dependent variable was students' Passive Voice mastery on simple past tense, simple present tense, present continuous tense (Y).

3. The Operational Definition of Variable

The operational definition of variable was used to describe the characteristic of the variable that was investigated in order to the researcher could collect the data and the information. The researcher gave the operational of each variable, as followed:

a. Independent

Quiz team technique in this research meant a technique to teach grammar by making the learning process fun and no threatening ways. The quiz competition helped to develop the students' responsibility in mastering the materials individually or group.

b. Dependent

The students' passive voice mastery was the ability to make passive sentence by using the passive voice rule correctly that consisted of passive voice formula, passive verbs form, and the using of an appropriate to be.

C. Population, Sample, and Sampling Technique

1. Population of the Research

In every quantitative research usually used a sample which was taken from a particular population. The population is a larger group which the research will be resulted generalizable.² The population is the group of people we want to *generalise* to.³ The whole subject which we wanted to generalize and learned in this research is called population.

The population was taken from the students of SMA N 1 Abung Tinggi Lampung Utara in 2017/2018 at the second semester of the eleventh grade. It consisted of 132 students and there were four classes.

² Marguerite G. Lodico, et. al. 2006. *Method in Educational Research: from Theory to Practice*. San Francisco: Josey Bass. p. 13.

³ Daniel Muijs. *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications, 2004)., p. 15.

Table 2
The Students of the Eleventh grade of SMA N 1 Abung Tinggi Lampung Utara

No.	Class	Gender		Total
		Male	Female	
1	XI MIPA 1	10	24	34
2	XI MIPA 2	14	19	33
3	XI IIS 1	21	11	32
4	XI IIS 2	23	10	33
Total		76	96	132

Sources: SMA N 1 Abung Tinggi Lampung Utara 2018.

2. Sample of the Research

As a part of population, sample was taken as a representative of the population. Sample is a smaller group that is selected from a larger population and that is representative of the larger population.⁴ The sample is from a very specific group and the extent to which these findings generalise to other populations needs to be examined.⁵ Thus, sample was a sub group or specific group which would be used as a subject which represents the population. The sample of the research was XI MIPA 2, the students of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in 2017/2018 academic year.

⁴ Marguerite G. Lodico, *Loc. Cit.*, p. 143.

⁵ Daniel Muijs. *Op. cit*, p. 14

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling occurs when the population was already divided into natural, peexisting groups. A cluster can be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.⁶ The researcher conducted the research at the second semester of eleventh grade that consisted of four classes, but it was quite hard to maintain all of the eleventh class students as sample of this research, so the resercher selected two classes as the sample. Steps in determining the experimental class and control class as followed:

1. First, the researcher wrote four names of classes in small pieces of paper and then rolled them up and puts them into a glass.
2. Second, the researcher shook the paper for the experimental class first by putting one of them out the glass randomly. After that, the class which came out of the glass as the experimental class.
3. The pieces of the roll papers were inserted back and shook out back to get the control class.

Finally, the researcher got two classes as the sample. Those were MIPA 1 as a control class, and MIPA 2 as an experimental class.

⁶ James B. Scheiber and Kimberly Asner-Self, *Educational Research the Interellationship Question, Samping, Design, and Analysis*, (Cambridge John Willey an Sons Inc, 2011), p.89.

D. Data Collecting Technique

1. Pre-test

Pre-test was administrated to know the students' passive voice mastery especially on simple past tense, simple present tense, and present continuous tense before treatments. The test was given to the students by using an essay test. In this test, the students had to complete the sentences with the correct *passive verb* based on their knowledge about passive voice in simple past tense, simple present tense, and present continuous tense which the total number of the test were 15 items.⁷

2. Post-test

Post-test was administrated to know the students' passive voice mastery especially on simple past tense, simple present tense, and present continuous tense after they were taught by using quiz team technique, and to know whether was there a significant influence of quiz team technique towards students' passive voice mastery or not. The test was given to the students by using an essay test. In this test, the students had to complete the sentences with the correct *passive verb* based on their knowledge about passive voice in simple past tense, simple present tense, and present continuous tense which the total number of the test were 15 items.⁸

E. Research Instrument

The instrument of the research was used by the researcher as a tool to get the data about students' passive voice mastery by completing the sentences with the correct passive forms of the simple past tense, simple present tense, and present continuous tense. The test specification could be seen in the following table below:

⁷ Betty Schramper Azar, Op.cit, hlm 284.

⁸ *Loc.cit.*

Table 3
The Specification of the Test Instrument

	Aspect	Form of Passive Verb		
		Regular	Irregular	Total
	The test specification of pre-test	1, 2, 4, 6, 7, 8, 10, 13, 14	3, 5, 9, 11, 12, 15	15
	The test specification of post-test	1, 3, 5, 6, 8, 13, 14,	2, 4, 7, 9, 10, 11, 12, 15	15
	Total			30

F. Research Procedure

These were three steps that were done in this research procedure, they were:

1. Planing

Before applying the research procedure, the Researcher made some planning to run the application well. There were some steps that should be planned by the researcher.

The procedure of making planning of this research could be seen as followed:

X1

a. Determining the subject

The researcher determined the subject. In this phase, the researcher choosed the second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara as the subject of this research, one class as the experimental class, and the other one as the control class.

b. Determining the material to be taught

The researcher determined the material that would be taught to the students, the material was passive voice. It consisted of formula of passive voice, forms of passive verb (regular/irregular), the using of an appropriate “to be” (is/are, was/were), and transitive/intransitive verb.

c. Administering the pre-test

The researcher prepared a test (pre-test) that was given to the students. The researcher used a test that consisted of 15 items.

d. Administering the post-test

The researcher prepared a test (post-test) that would be given to the students. The test consisted of 15 items and it was given at the end of treatment to know the student’s achievement after treatment. By giving the post-test, the researcher would know whether the students’ passive voice mastery increased or not.

2. Application

After making the planning, the researcher tried to apply the research procedure that had been already planned. There were some steps in doing this research:

a. In the first meeting the researcher gave pre-test

The pre-test was used to find out the students’ understand passive voice especially on simple past tense, simple present tense, present continuous tense. Here, students had been assigned to answer the questions of test. The students had to complete the sentences with the correct passive forms of the simple past tense, simple

present tense, and present continuous tense which the total number of the test were 15 items.

- b. In the second, third and fourth meeting the researcher gave treatment

The researcher conducted the treatment in control class and experimental class. In control class the English teacher conducted the treatment with lecturing technique. While in the experimental class, the researcher conducted the treatment with quiz team technique.

- c. In the last meeting

The researcher gave post-test that consisted of 15 items where the students had to complete the sentences with the correct passive forms of the simple past tense, simple present tense, and present continuous tense to know the students' improvement or understanding on passive voice after being taught by quiz team technique.

3. Reporting

The last point that had to do in the research procedure was reporting. There were two steps which would be done in reporting. The steps were as followed:

- a. Analyzing the data that had already received from pre-test and post-test.
- b. Making a report on the findings.

G. Scoring system

Before getting score, the researcher determined the procedures that was used in scoring the students' work. In order to do that, the writer used Arikunto's formula.

The scores of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S : The score of the test

r : The total of the right answer

n : The total items.⁹

H. The Validity and Reliability of Test

1. Validity of Test

In order to conduct the test, validity of the test should be proved. Validity is the most important idea to consider when preparing or selecting an instrument for use.¹⁰ Validity refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect.¹¹ A part of research which holds us to consider whether the test was valid or not was called validity.

In this research, there were several aspects that were considered to measure validity of the test. They are:

a. Content validity

Content validity concerned whether the tests were good reflection of the materials that needed to be tested or not. Content validity refers to whether or not the

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 130.

¹⁰ Jack R. Fraenkel and Norman E. Wallen, *Op. Cit.*, p. 147.

¹¹ *Ibid.* p. 147.

content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes,...) that we are trying to measure.¹² In order to see whether the content that wanted to use was valid or not, the measurement of content validity was needed. Content validity referred to how far the measurement represents the elements of a construct. Because in this research the test was intended to measure students' passive voice on simple past tense, simple present tense, and continuous tense of the eleventh grade students of senior high school. The test that was given to the students was a test that could measure students' mastery about passive voice which was based on school curriculum.

To get the content validity of grammar test, the researcher tried to arrange the materials based on the objectives of teaching and curriculum in the school, for eleventh grade of SMA N 1 Abung Tinggi Lampung Utara. And then the researcher consulted the instrument to the English Teacher of SMA N 1 Abung Tinggi Lampung Utara to make sure the instrument was valid. Then, the English teacher decided that the tests were valid.

b. Construct Validity

Construct validity was concerned with whether the test was actually in the line with the theory of what it meant to know the language. It focused on the kind of the test that was used to measure the ability. It meant that the items should test the

¹² Daniel Mujis. *Op. Cit*, p. 66

students' passive voice mastery on simple past tense, simple present tense, and present continuous tense.

Construct validity referred to assumption, showing the measurement that contained correct operational definition, which was based on the theoretical concept. In other words, concept validity was just like a concept, both of them were abstraction and generalization that need to be defined, so clearly that could be measured and examined.

Construct validity focused on the kind of test that was used to measure the ability. In other words, the test could measure what need to be measured. In this research, the researcher would administer a grammar test. To make sure, the researcher consulted the instrument to the English teacher. Then, the English teacher decided that the tests were valid.

2. Reliability of Test

The quality of measurement was related to the reliability of the test. Reliability refers to the consistency of the scores obtained how consistent they are for individual from one administration of an instrument to another and from one set of items to another¹³. Reliability refers to the extent to which test scores are free of measurement error¹⁴. It meant if the test was reliable enough, the result would be consistent whether it was the first test, or second test and the result always be equal and the test score was free from errors.

¹³ Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 157.

¹⁴ Daniel Muijs. *Op. Cit*. p. 71

In analyzing the reliability of the test, the steps were designed as follow:

- a. The pre-test and post-test items were given to the students of control group and experimental group.
- b. The next step was collecting and analyzing the data.
- c. The result of pre-test and post-test was analyzed by counting the differences.

In this case, to see the reliability of the test, Anates was used. Anates is an application capable of analyzing the item test quickly, easily, and accurately¹⁵. It means Anates was used to see the test reliable or not. (See Appendix 13)

I. Data Analysis

1. Normality Test

In analyzing the data, the normality test should be conducted for further investigation. The normality test is used to show whether the sample of data comes from normal distribution or not¹⁶. It meant the data which was collected should be indicated as a normal. In this research, the statistical computation by using SPSS (*Statistical Program for Social Science*) was used to know whether the data was normal or not. SPSS test was based on Kolmogorov-Sminov test and Shapiro-Wilk¹⁷.

Thus, the result of the test should be ≥ 0.05 .

The hypotheses for normality test were:

H_a : The sample was originated from population which has normal distribution.

¹⁵ Muchamad Arif. 2005. "*Jurnal Ilmiah Edutic*" Penerapan Aplikasi Anates. Volume 1, Number 1. p. 5

¹⁶ M. Ali Gunawan. 2015. *Statistik Penelitian Bidang Pendidikan, Psikologi dan Sosial*. Yogyakarta: Pratama Publishing. p. 65

¹⁷ *Ibid*, p. 74

H_0 : The sample was not originated from population which has normal distribution.

While the criteria acceptance or rejection of normality test were:

H_a was accepted if $\text{Sig.} \geq \alpha = 0.05$

H_0 was accepted if $\text{Sig.} \leq \alpha = 0.05$

2. Homogeneity Test

After administering the normality of the data into SPSS (*Statistical Program for Social Science*) test, it was necessary to check whether the data was homogenous or not. Homogeneity test is done to know whether the samples from population have equivalent variant or not¹⁸. It meant the data should be considered as homogenous after we have checked normality test by using SPSS. The result of the test should be ≥ 0.05 . The test of homogeneity used Levene statistic test. The hypothesis for the homogeneity test were:

H_a : The variance of the data was homogenous.

H_0 : The variance of the data was not homogenous.

While the criteria acceptance or rejection of normality test were:

H_a was accepted if $\text{Sig.} \geq \alpha = 0.05$

H_0 was accepted if $\text{Sig.} \leq \alpha = 0.05$

¹⁸ *Ibid*, p. 75.

3. The Hypothetical Test

After the researcher knew that the data were normal and homogeneous, the data were then analyzed by using independent sample t-test in order to know the significance of the treatment effect. The hypothesis for Hypothetical test were:

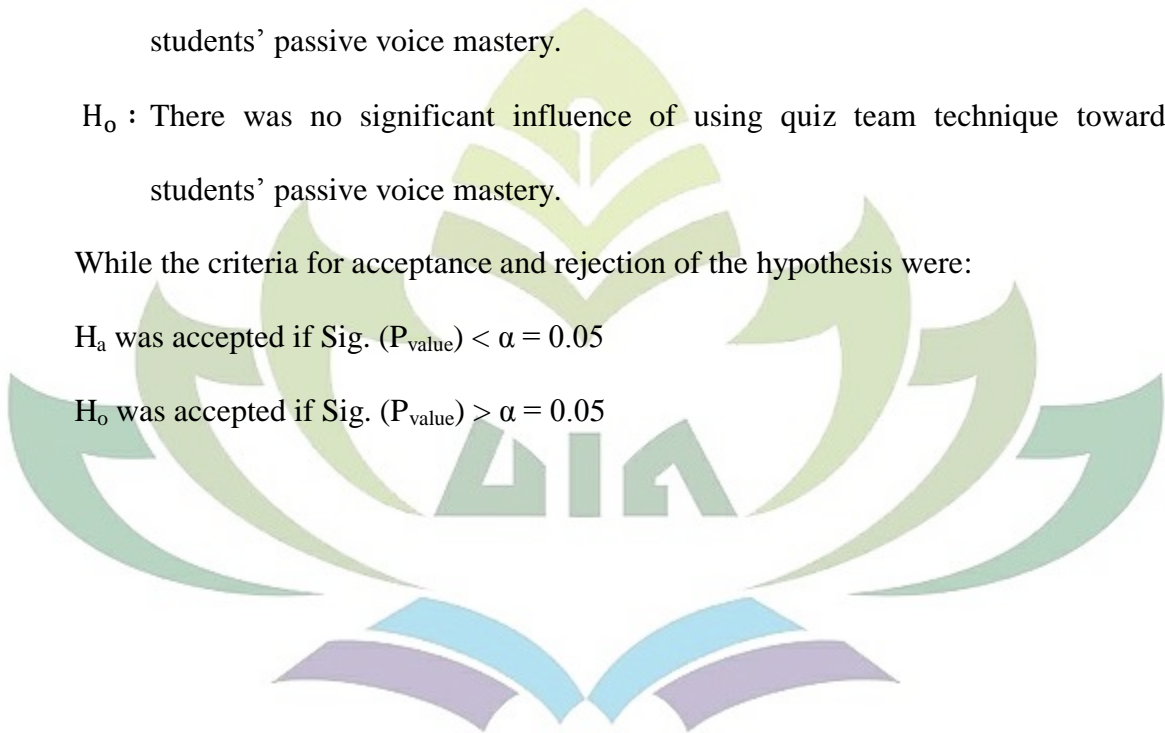
H_a : There was a significant influence of using quiz team technique towards students' passive voice mastery.

H_o : There was no significant influence of using quiz team technique towards students' passive voice mastery.

While the criteria for acceptance and rejection of the hypothesis were:

H_a was accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

H_o was accepted if $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$



CHAPTER IV

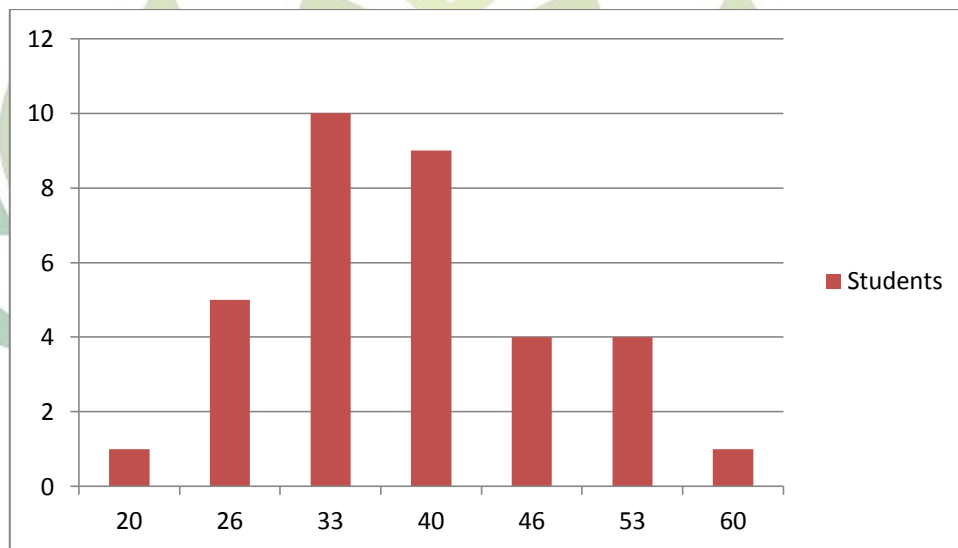
RESULT AND DISCUSSION

A. Result of the Test

1. Result of Control Class

The researcher got the data in the form of score. The score was derived from test. There were two test in this research, they were pre-test and post-test. The researcher used SPSS Statistic 17.00. The results were described as follow:

Figure 2
The Result of Pre-test of Control Class



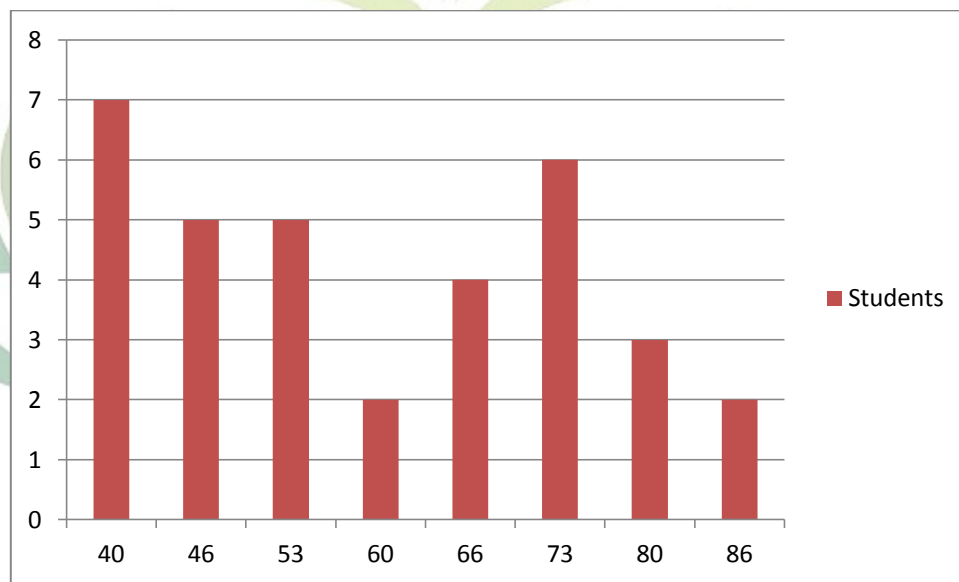
Based on the figure 2, it showed that the minimum score of pre-test was 20 and the maximum score was 60. There was a student who got score 20. There were 5 students who got score 26. There were 10 students who got score 33. There were 9 students who got score 40. There were 4 students who got score 46. There were 4 students who got score 53, and there was a student who got score 60. The students' scores in the pre-test of control class using statistic shows the result of mean of pre-

test in control class was 38.12, Std. Dev= 9.486, N=34, minimum score=20 and maximum score 60.

From the figure 2, it showed that all of students in control class were failed in pre-test. It could be inferred that achievement of the students in learning grammar especially in passive voice was very low, because the criteria of minimum mastery (KKM) in SMA N 1 Abung Tinggi was 75.

Figure 3

The Result of Post-test in Control Class After Treatment



Based on the figure 3, it showed the minimum score of post-test is 40 and the maximum score is 86. There were 7 students who got score 40. There were 5 students who got score 46. There were 5 students who got score 53. There were 2 students who got score 60. There were 4 students who get score 66. There were 6 students who got score 73. There were 3 students who got score 80, and then, there were 2 students who got score 86. Related with the students' score of post-test in control

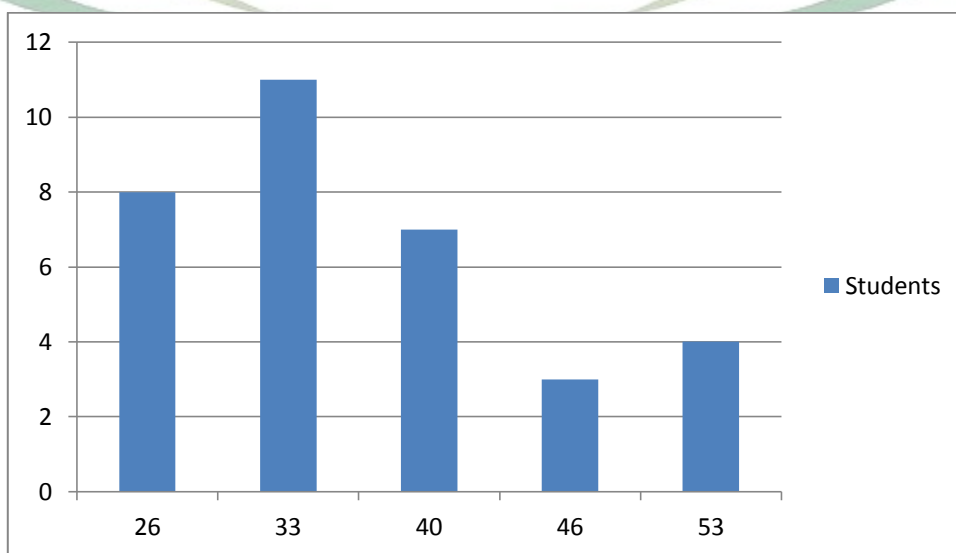
class, it showed the mean result of post-test in control class was 59.48, Std. Dev= 15.340, N=34, minimum score 40 and maximum score 86.

From the figure 3, the total number of students in failed category were higher than in passed category. There were 23 students in failed category and 11 students in passed category. It could be inferred that in achievement of the students in learning grammar especially in passive voice was low because the criteria of minimum mastery (KKM) in SMA N 1 Abung Tinggi was 75.

2. Result of Experimental Class

In experimental class, the researcher got the data in the form of score. The scores were derived from the tests. There were two test in this research, they were pre-test and post- test. The result was described as follow:

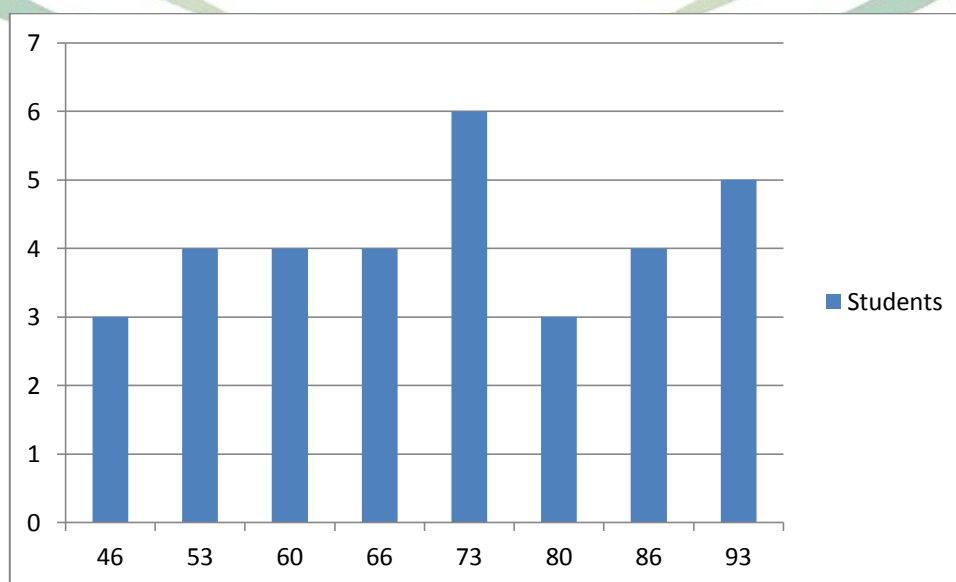
Figure 4
The Result of Pre-test in Experimental Class



Based on the figure 4, it showed that the minimum score of pre-test was 26 and the maximum score was 53. There were 8 students who got score 26. There were 11 students who got score 33. There were 7 students who got score 40. There were 3 students who got score 46, and then there were 4 students who got score 53. Related with the students' score of pre-test in experimental class, it showed that the mean result of pre-test in control class was 36.39, Std. Dev= 8.771, N=33, minimum score 26 and maximum score 53.

From the figure 4, it showed that all of students in experimental class were failed in pre-test. It could be inferred that achievement of the students in learning grammar especially in passive voice was very low, because the criteria of minimum mastery (KKM) in SMA N 1 Abung Tinggi was 75.

Figure 5
The Result of Post-test in Experimental Class After Treatment



Based on the figure 5, it showed that the minimum score of post-test was 46 and the maximum score was 93. There were 3 students who got score 43. There were 4 students who got score 53. There were 4 students who got score 60. There were 4 students who got score 66. There were 6 students who got score 73. There were 3 students who got score 80. There were 4 students who got score 86, and then there were 5 students who got score 93. Related with the students' score of post-test in experimental class, it showed that the mean result of post-test in experimental class was 70.94, Std. Dev= 15.147, N=33, minimum score 46 and maximum score 93.

From the figure 5, the total number of students in failed category was lower than in passed category. There were 15 students in failed category and 18 students in passed category. It could be inferred that achievement of the students in learning grammar especially on passive voice was high, because the total number of students that reached the criteria of minimum mastery (KKM) was 54,54%. So, it means that there was a significant influence of using quiz team technique towards students' passive voice mastery in the experimental class after the treatment.

Table 4
The Improvement from the Pre-Test to Post-Test in the Control Class and Experimental Class

No	Class	Pre-Test	Post-Test	Development
1	Control	38.12	59.48	21.36
2	Experimental	36.39	70.94	34.55

Based on the table, it can be concluded that students' score pre-test in control class and experimental class is very low. And students' score post-test in control class and experimental higher than in pre-test. Therefore, there is a significant influence of using quiz team technique towards students' passive voice mastery in experimental class after the treatment.

3. Result of Normality Test

The test has been employed to know whether the data is normally distributed or not. The researcher used Kolmogorov-Smirnov/Lilliefors normality test by using SPSS Statistic 17.00 and the result is as follow:

Table 5
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Control_Class	.149	33	.062	.907	33	.008
Experimental_Class	.113	33	.200 [*]	.935	33	.048

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table, it could be seen that $P_{\text{value}}(\text{Sig})$ for experimental class was 0.200 for Kolmogrov-Smirnov^a. For control class, the $P_{\text{value}}(\text{Sig})$ was 0.062 for Kolmogrov-Smirnov^a. Because $\text{Sig}(P_{\text{value}})$ of experimental class $> \alpha = 0.05$ it means H_a was accepted and $\text{Sig}(P_{\text{value}})$ for the control class $> \alpha = 0.05$ it means H_a was accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution. (See Appendix 14)

4. Result of Homogeneity Test

The test was intended to test whether the variance of data in the experimental class and in the control class is equal or not. The researcher used Levene Test using SPSS Statistic 17.00 and the result as followed:

Table 6
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.650	7	25	.168

From this table, it can be seen that Sig (P_{value}) was 0.168, and $\alpha = 0.05$. it means that $\text{Sig} (P_{\text{value}}) > \alpha$ and H_a was accepted. The conclusion was that the data have same variance or homogenous. It was calculated based on the gain of the experimental and control class. (See Appendix 15)

5. Result of Hypothetical test.

After the researcher knew that the data were normal and homogeneous, the data were then analyzed by using independent sample t-test in order to know the significance of the treatment effect. The result as followed:

Table 7
Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means	
			95% Confidence Interval of the Difference

		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Difference	Lower	Upper
Hasil belajar B.Ingggris	Equal variances assumed	.183	.670	-3.187	65	.002	-11.85116	3.71820	-19.27691	-4.42540
	Equal variances not assumed			-3.188	64.970	.002	-11.85116	3.71770	-19.27598	-4.42634

Based on the results obtained in the table above, it was clear that the value of significant generated Sig(P_{value}) or Sig(2-tailed) of the equal variance assumed = 0.002, and $\alpha = 0.05$. It meant that Sig(P_{value}) < $\alpha = 0.05$. So, H_a was accepted. Based on the computation, it can be concluded that there was a significant influence of using quiz team technique towards students' passive voice mastery at the second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in the academic year of 2017/2018. (See Appendix 16)

5. Discussion

The research had been conducted since August 16th, 2018. The objective of this research is to find out a significant influence of using quiz team technique towards students' passive voice mastery at the second semester of eleventh grade of SMA N 1 Abung Tinggi Lampung Utara in the academic year 2017/2018.

Based on the research method, this research was divided into some steps. There are pre-test, treatment in three times, and post-test. The researcher prepared 15 items of questions as the instrument of the test items for pre-test and post-test. The

choosing of the instrument had been done by considering two categories, validity and reliability.

The tests were given before and after the students followed the learning process that was provided by the researcher. These tests were given to the control class and experimental class by using quiz team technique while the control class used lecturing technique.

The beginning of the research, the pre-test was conducted on Thursday, August 16th, 2018 at 07.30 A.M for class MIPA 1 as control class and MIPA 2 as experimental class at 09.30 A.M. The pre-test was administrated to know the students' passive voice mastery before they were given treatments by the researcher. The result showed that the average score of control class 38.12 and the average score in the experimental class was 36.39. The normality and homogeneity test showed that the data are homogeneous and normal.

The first treatment was administrated on Monday, August 20th, 2018. The lesson began by greeting and introducing the researcher and the next step is teaching learning process. Before applying the technique, the researcher gave material about passive voice especially passive voice on simple past tense, simple present tense, and present continuous tense. In this meeting, the lesson was focused on formula of passive voice.

The researcher began the lesson by the greeting the students and checking their attendance. Thus teaching and learning process was attended by all of students that consists of 33 students. After opening the class the researcher explained to the

students about formula and gave examples of passive voice on simple past tense, simple present tense and present continuous tense. Then the researcher told the students that they worked together as a group or team to do the exercise. The researcher divided the students into 4 teams and told them that they were going to play a quiz. The researcher introduced quiz team technique, explained how to play it, and also explained the rules of it. The researcher asked a student from the each team came to the front of the class and randomly selected a paper that contained of quiz questions. After that, students played quiz competition where it was started by answering several questions correctly from the first team in the first segment. The other teams should paid attention to first team's questions and tried to answer those questions to get score and become a winner. Furthermore, it was continued to second, third, and fourth segment with the different team.

The second treatment was administrated on Friday, August 24th, 2018. Before applying the technique, the researcher gave material about passive voice especially passive voice on simple past tense, simple present tense, and present continuous tense. In this meeting, the lesson was focused on forms of passive verb (regular / irregular verbs, verb1 /verb2 /verb3) and the using of an appropriate to be (is / am / are, was / were).

The researcher began the lesson by the greeting the students and checking their attendance. After opening the class the researcher delivered and explained to the students about form of passive verb (regular / irregular verb, verb 1,2,3) and the using an appropriate to be (is / am / are, was / were) of simple past tense, simple present

tense and present continuous tense. Then the researcher told the students that they worked together as a group or team to do the exercise. The researcher divided the students into 4 teams where the team member was different from the first treatment. The researcher asked a student from the each team came to the front of the class and randomly selected a paper that contained of quiz questions. After that, students played quiz competition where it was started by answering several questions correctly from the first team in the first segment. The other teams should paid attention to team A's questions and tried to answer those questions to get score and become a winner. Furthermore, it was continued to second, third, and fourth segment with the different team.

The third treatment was administrated on Saturday, August 25th, 2018. Before applying the technique, the researcher gave material about passive voice especially passive voice on simple past tense, simple present tense, and present continuous tense. In this meeting, the lesson was focused on transitive and intransitive verb.

The researcher began the lesson by the greeting the students and checking their attendance. After opening the class the writer deliver the material to the students about transitive and intransitive verb that explained about verb that could be used in passive and verb that could not be used in passive. Then the researcher told the students that they worked together as a group or team to do the exercise. The researcher divided the students into 4 teams where the team member was different from the first treatment. The researcher asked a student from the each team came to the front of the class and randomly selected a paper that contained of quiz questions.

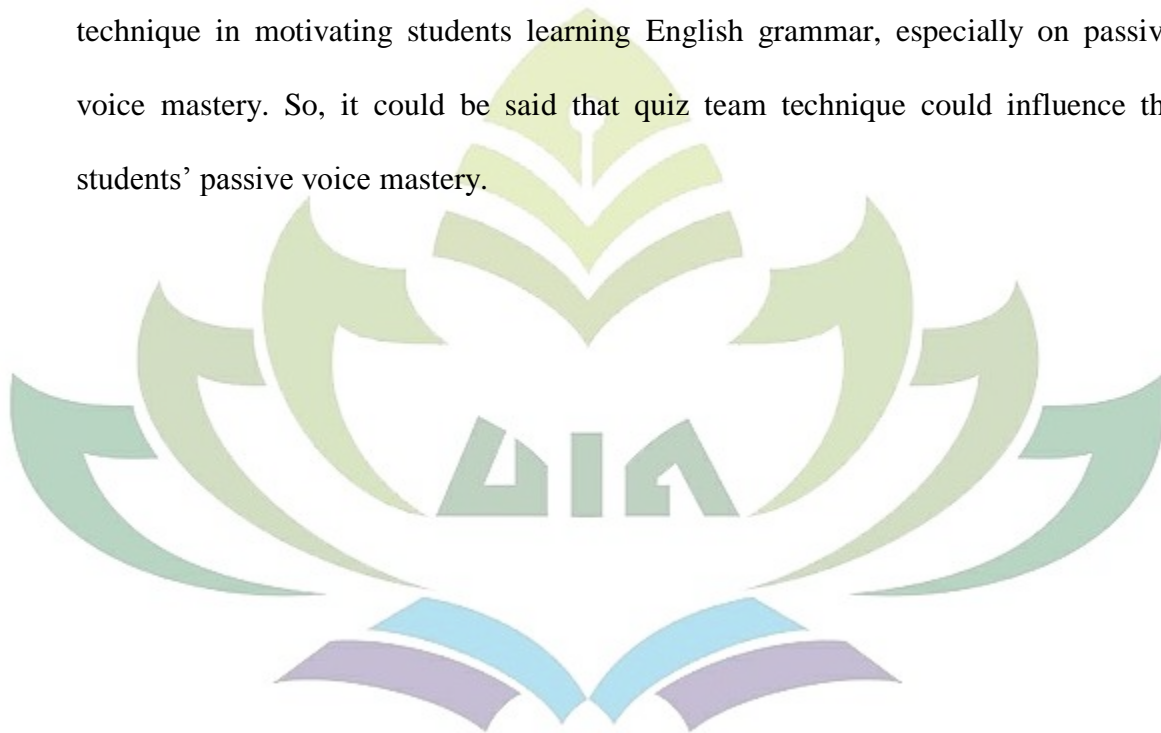
After that, students played quiz competition where it was started by answering several questions correctly from the first team in the first segment. The other teams should paid attention to team A's questions and tried to answer those questions to get score and become a winner. Furthermore, it was continued to second, third, and fourth segment with the different team.

After conducting three meetings of treatments, the researcher gave post-test to the sample. The post-test was conducted on Monday, August 27th at 07.30 A.M for class MIPA 1 as control and at 09.30 A.M for MIPA 2 as experimental class. The average score of control class is 59.48 and the average score in the experimental class is 70.94. deviation standard is 15.147, median score is 73.00, the variance is 118.942. From the result showed that the students' post-test score in the experimental class is higher than students' post-test in control class.

Based on the result of data calculation in previous chapter, sig. (2-tailed) of the equal variance assumed in independent sample test table is 0.002. It was the lower than $\alpha = 0.05$. It meant that null hypothesis was accepted. It could be concluded there was a significant influence of using quiz team technique towards students' passive voice mastery in the academic year of 2017/2018. This finding was relevant with previous research conducted by Rosdawati under the title "The application of quiz team technique to improve students' understanding on simple present tense at grade seven at SMPN 26 Bandar Lampung". The purpose of this thesis was to find out the improvement of the students' understanding by using Quiz Team Technique. Result of the study showed that the application of Quiz Team Technique in teaching simple

present tense at SMPN 26 Bandar Lampung could improve students' understanding and students' score on simple present. By using quiz team technique, students were involved directly and actively with the quiz team technique in grammar especially on passive voice.

Thus, the researcher concluded that quiz team technique was one of suitable technique in motivating students learning English grammar, especially on passive voice mastery. So, it could be said that quiz team technique could influence the students' passive voice mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data, the researcher concluded that teaching passive voice using Quiz Team Technique in Senior High school could be applied to improve students' mastery on passive voice of simple past tense, present tense, and present continuous tense. There was a significant influence of the students' score of experimental class after the treatment by using Quiz Team Technique.

It was shown that the average score of experimental class was higher than control class. The total scores of experimental class were 70.94 and the scores of control class were 59.48. Meanwhile, the highest score of post-test was 86 and the lowest score was 40 in control group. Then the highest score of post-test was 93 and the lowest score was 43 in experimental group. It was found that the highest score of experimental class was higher than the highest score of control class.

Based on the result of the statistical analysis, it was clear that the value of significant generated $\text{Sig}(P_{\text{value}})$ or $\text{Sig}(2\text{-tailed})$ of the equal variance assumed = 0.002, and $\alpha = 0.05$. It meant that $\text{Sig}(P_{\text{value}}) < \alpha = 0.05$. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

Based on the findings of this study, it was found that there was an improvement of understanding and student's score on passive voice by using Quiz Team Technique of students' at the second semester of the eleventh grade at SMA N 1 Abung Tinggi Lampung Utara in the academic year of 2017/2018.

B. Suggestion

Based on the conclusion above, the researcher purposes some suggestions as follows:

1. Suggestion to the Teacher

- a. In this research the researcher found out that quiz team technique could be used to develop students' passive voice mastery. Due to the finding, the English teacher can use this technique, because it was good for teaching grammar especially on passive voice.
- b. From the result, the score of the students were satisfying. But, the teacher could still improve the students' passive voice mastery. The teacher should help the students increase their score by giving more exercises and explanations.

2. Suggestion for the Students

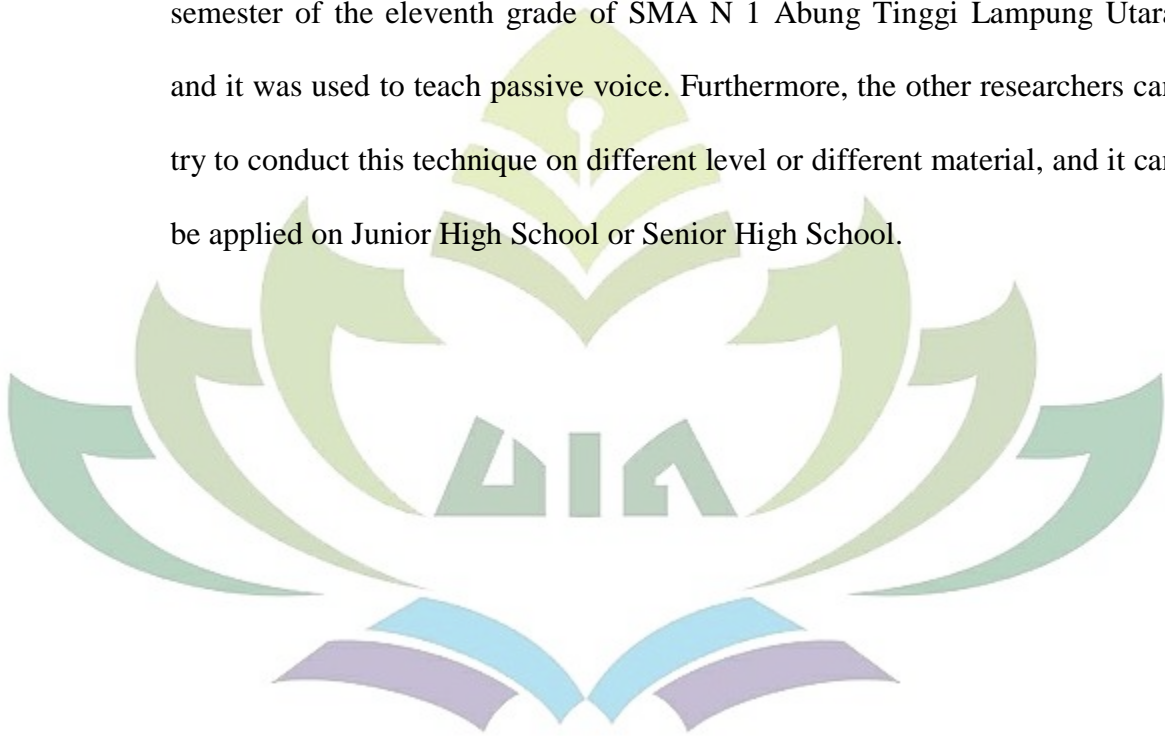
The students should study hard and more practice in learning grammar especially on passive voice to improve their grammar mastery. They also should be active and creative in learning activity.

3. Suggestion for the School

The research supports the school to try this technique. The school can recommend to English teachers to apply this technique that makes students to be active in the classroom.

4. Suggestion for other Researchers

- a. In this research, the treatments were done in three meetings. The other researchers can spend more time in giving the treatments to the students. So they can get enough exercise.
- b. In this research, the researcher used quiz team technique at the second semester of the eleventh grade of SMA N 1 Abung Tinggi Lampung Utara and it was used to teach passive voice. Furthermore, the other researchers can try to conduct this technique on different level or different material, and it can be applied on Junior High School or Senior High School.



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